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# EXPRESSWAYS

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Joan M. Irwin

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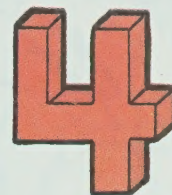
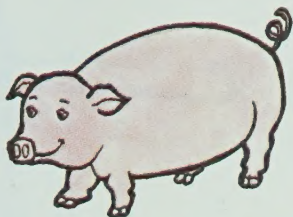
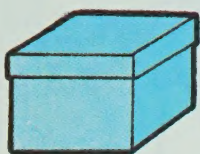
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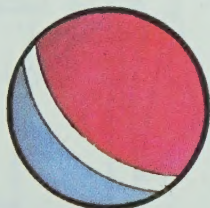


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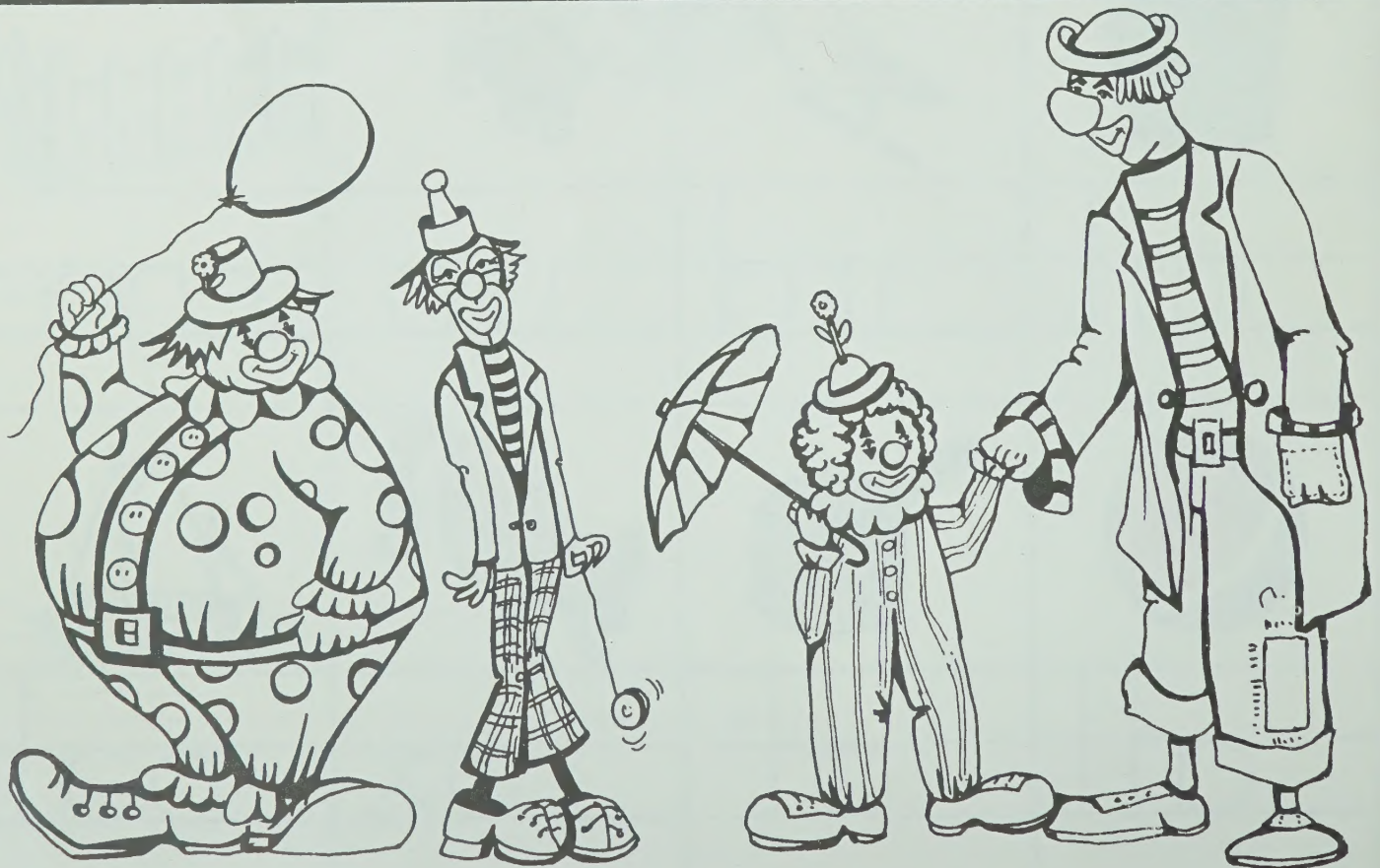
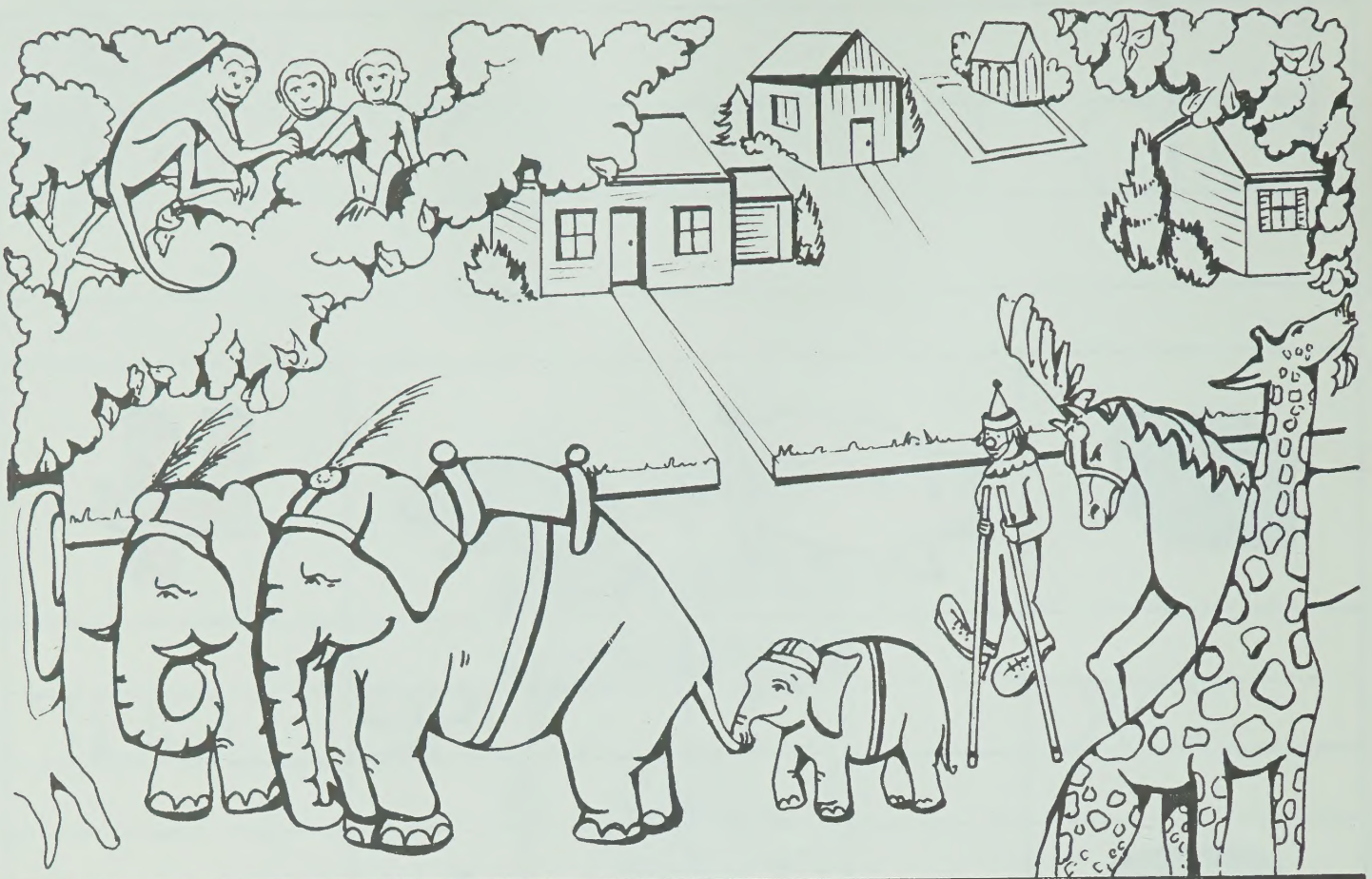
ail

ot

ox

oat





This is my school.

8

fold

fold

Me

1

This is my family.

5

This is where I live.

4



My name is

\_\_\_\_\_

2

This is what I like to eat.

7

I am \_\_\_\_\_  
years old.

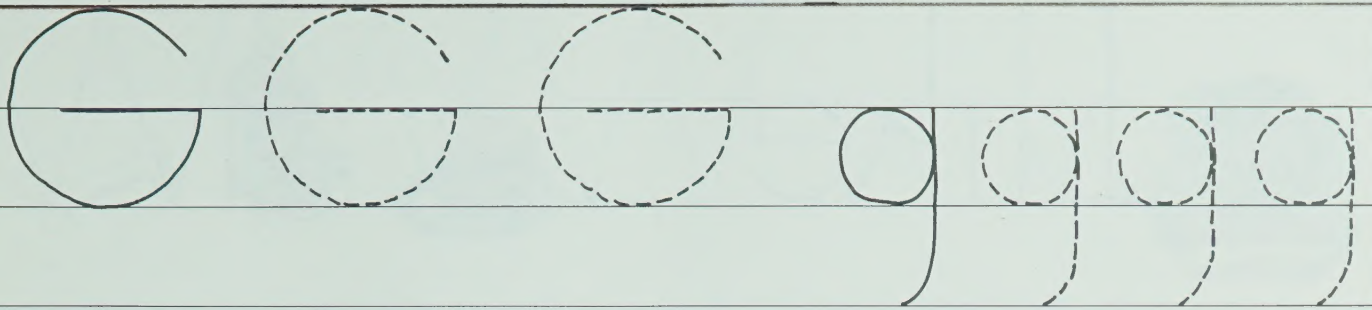
3

This is what I like to play.

6

My birthday is on \_\_\_\_\_

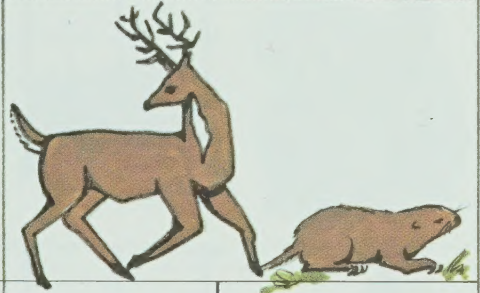




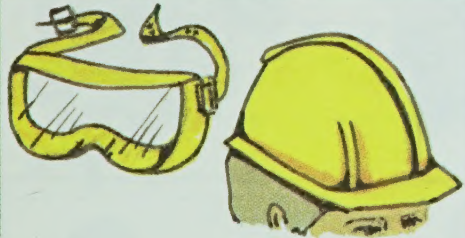
garden



goat



gopher



goggles



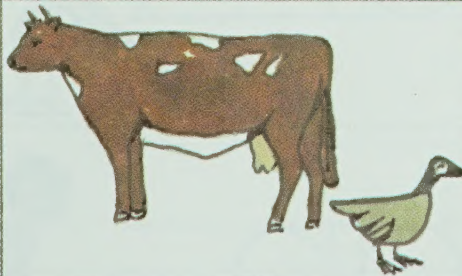
ghost



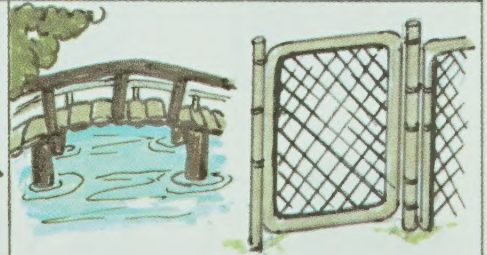
garbage



guitar



goose



gate



girl



golf



goalie





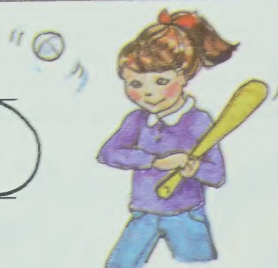
I like



I like



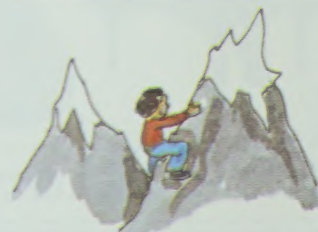
I like to



I can



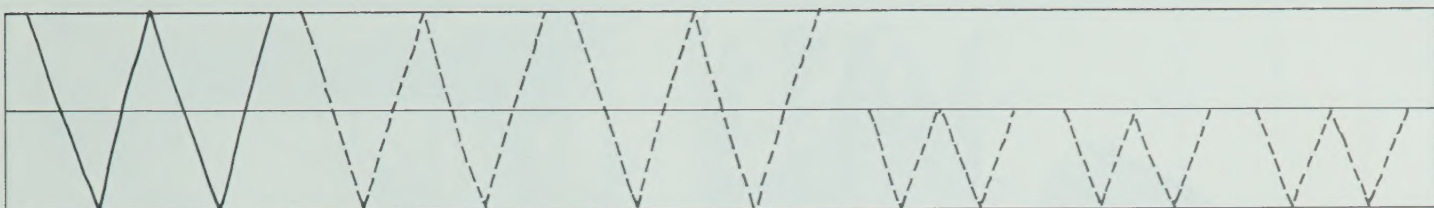
I can



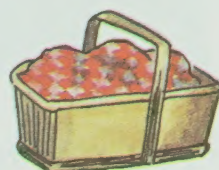
I can







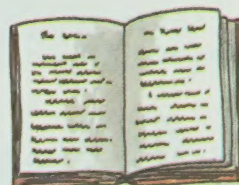
I want w\_\_\_\_\_.



I want a w\_\_\_\_\_.



I want w\_\_\_\_\_.



I want w\_\_\_\_\_.



I want a w\_\_\_\_\_.







Frog ran to Toad's house.



He went into the house.



He pulled Toad out of bed.



He knocked on the door.



He found Toad in bed.



He pulled Toad out of the house.



S S S      r r r



s | r | t



s | r | t



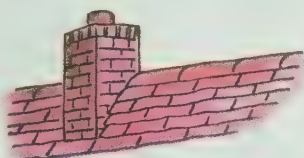
s | r | t



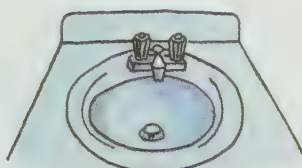
s | r | t



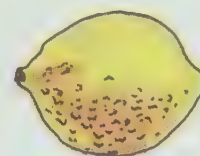
s | r | t



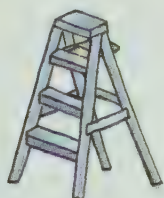
s | r | t



s | r | t



s | r | t



\_\_adder



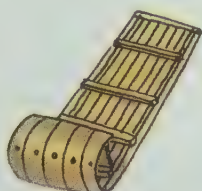
\_\_oap



\_\_iger



\_\_accoon



\_\_oboggan



\_\_ainbow



\_\_amb

6

\_\_ix

Objective: Write s, l, r, t; associate sound and symbol.

Directions: Pupils trace the letter forms in first row; in the next two rows, they name each picture and circle the letter it begins with; in the last two rows, they name each picture and complete the word by writing in the beginning letter.





Toad went back into the house.



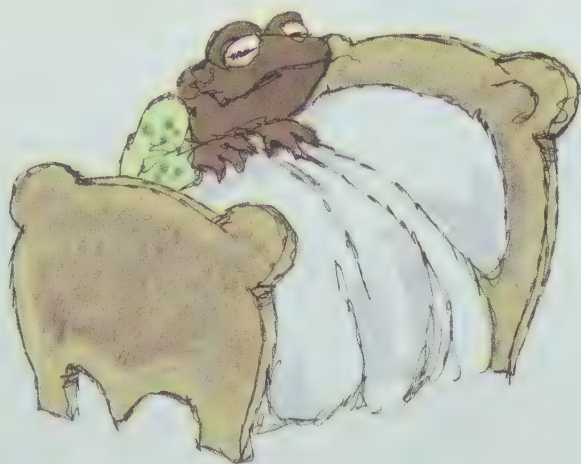
He tore off the pages.



He showed Toad the calendar.



Frog found the calendar.

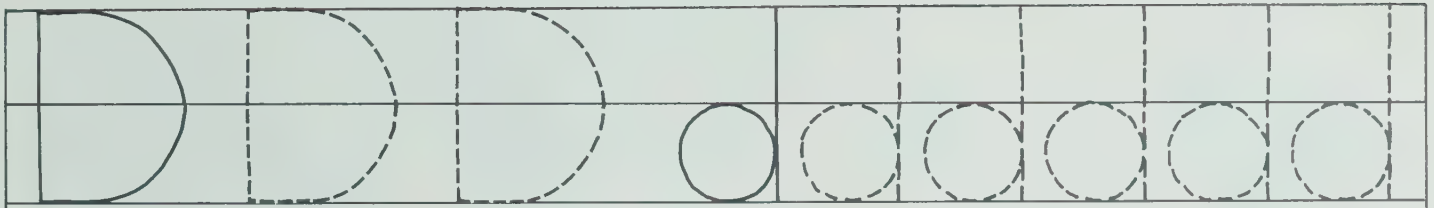


Toad went back to bed.



Frog and Toad ran down the road.

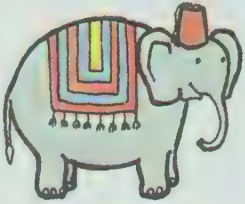




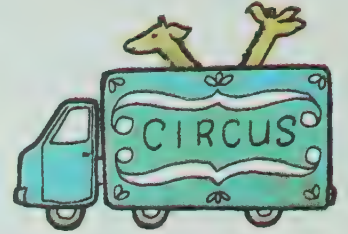
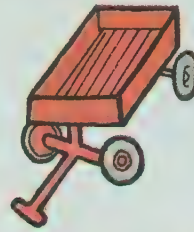

Objective: Write D, d; associate sound and symbol /d/, d.

Directions: Pupils trace each of the letter forms at the top of the page; then in each box below, draw a line from the letter d to pictures whose names begin with /d/.

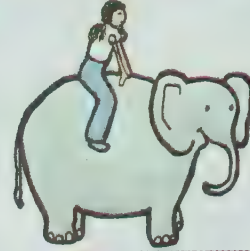




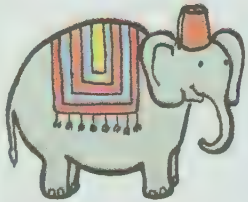
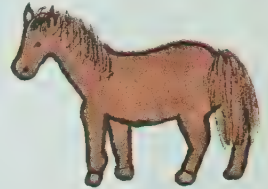
I can ride in a



I want to ride in a



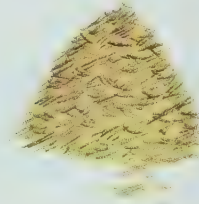
You can ride a



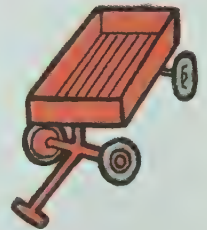
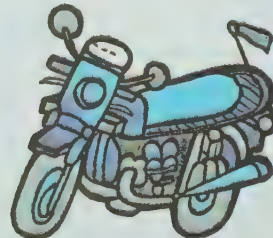
I like



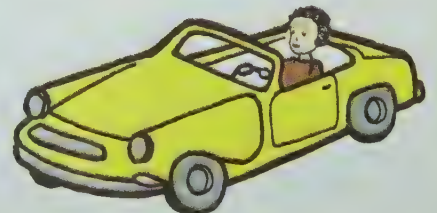
I like



I can ride in a



You like





o o o w w w g g g

wolf



dog



boot



ride

garden

goat

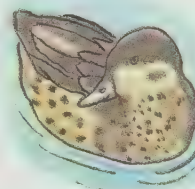
door



window



balloon

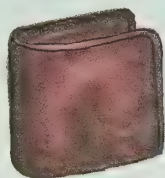


guitar

mother

duck

pony



box



girl

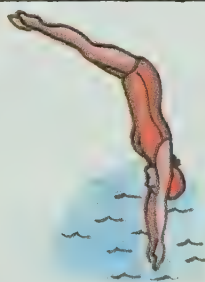


wallet

dentist

pony

dive



cart

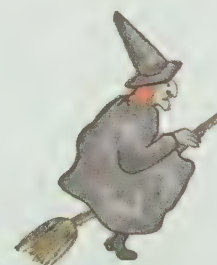


house

like

ghost

witch



little



wagon

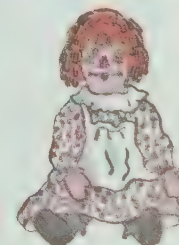


doll

golfer

today

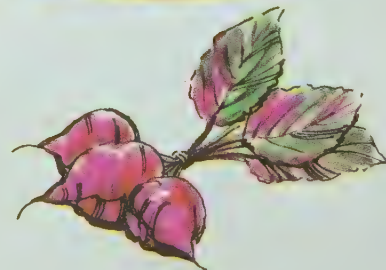
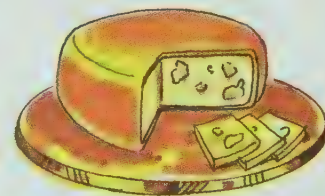
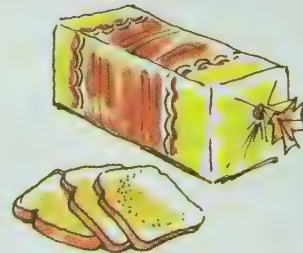
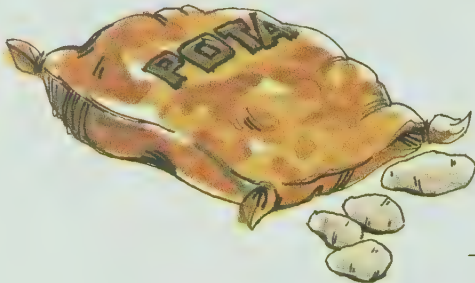
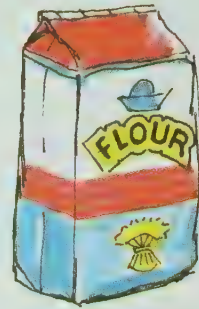
with



Objective: Write d, w, g; associate sound and symbol.

Directions: Pupils trace each of the letter forms at the top of the page; then circle the word that names each picture. (Note that it is not necessary for pupils to recognize the word — rather they match the initial letter of the word to the beginning sound when they name the picture.)







Someday I'll go to the circus  
and see a \_\_\_\_\_ and a tiger.

Someday I'll get a p\_\_\_\_\_ and  
ride it in the circus parade.

Someday I'll be a ballet  
d\_\_\_\_\_ in the circus.

Someday I'll lead the circus  
band and w\_\_\_\_\_ a big flag.

Someday I'll get some b\_\_\_\_\_  
and feed them to the monkeys.

Someday I'll have a circus  
and sell t\_\_\_\_\_ at the gate.





dog dogs



girl girls



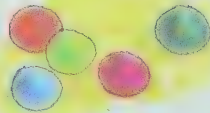
kites kite



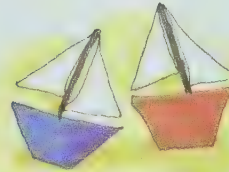
cars car



pigs pig



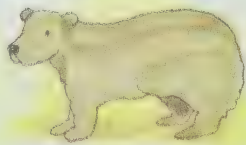
ball balls



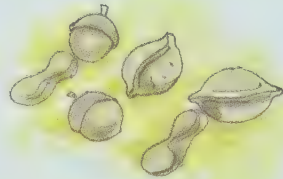
boat boats



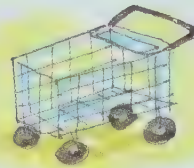
apple apples



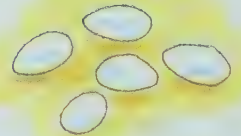
bear



nut



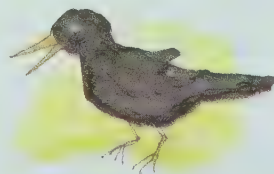
cart



egg



tree



crow



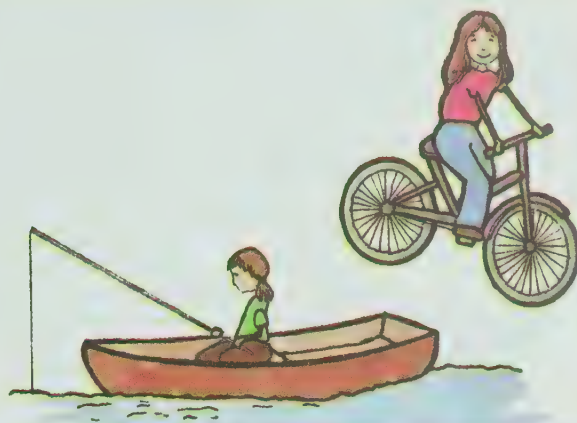
house



hat

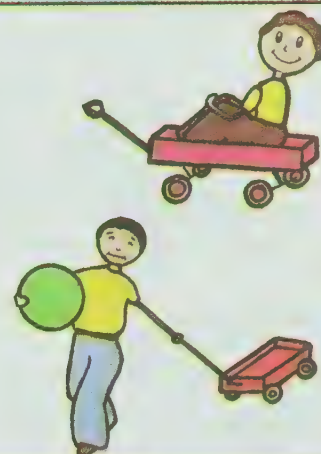


I like to ride the bike.



I want to get a big fish.

I want a big ball and a wagon.

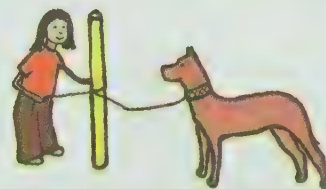


You can ride in the wagon.

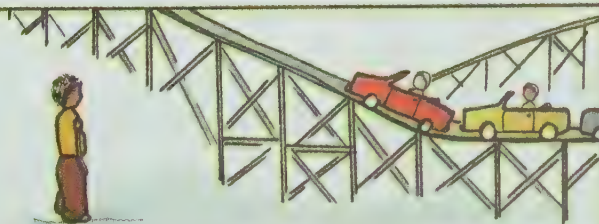
I want to get a big car.



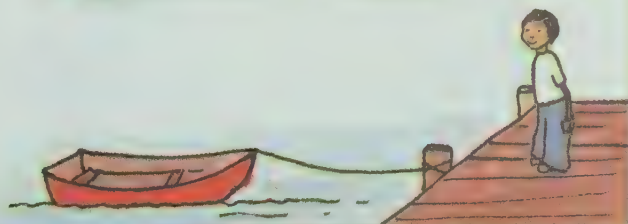
I want to get a big dog.



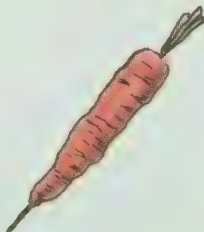
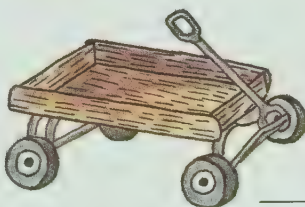
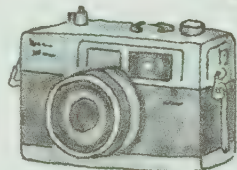
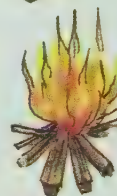
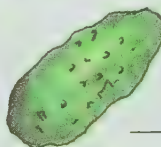
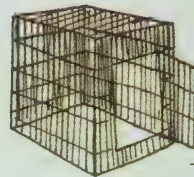
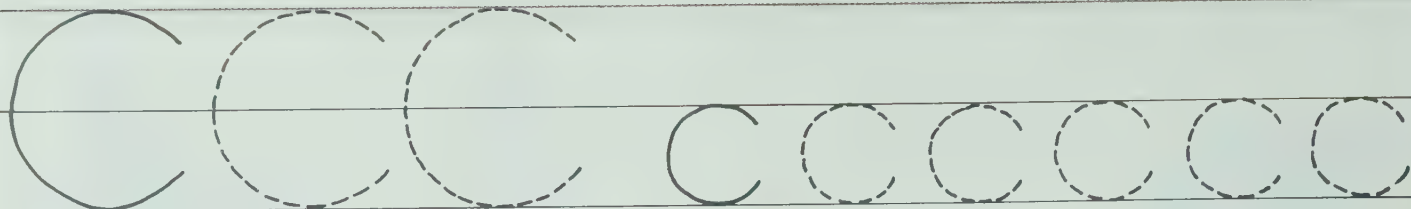
Can I ride in the car?



Can I ride in the boat?







key

top

box

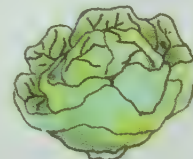
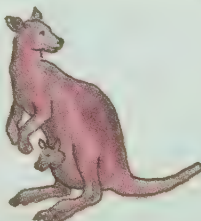
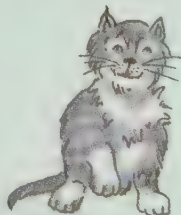
carrot

king

find

cane

will



kitten

wind

dog

kangaroo

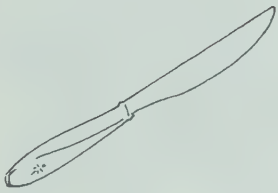
card

nest

cabbage

bear





and

a knife and \_\_\_\_\_



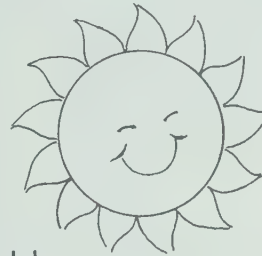
and

a brush and \_\_\_\_\_



and

a hat and \_\_\_\_\_



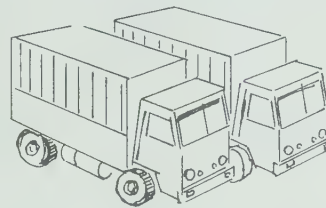
and

the sun and the \_\_\_\_\_



and

shoes and \_\_\_\_\_



and

trucks and \_\_\_\_\_



and

a ball and \_\_\_\_\_



and

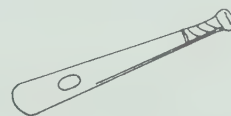
hammer and \_\_\_\_\_



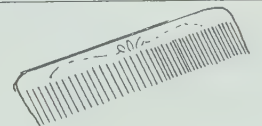
fork



socks



bat



comb



cars



moon



coat



nails

Objective: Classify; recognize and.

Directions: Pupils find the object at the bottom of the page to complete each pair; then  
(i) write the word on the line and (ii) draw the picture in the space provided.





Can you find the three b\_\_\_\_\_?

I can find a little b\_\_\_\_\_.

I can find two big\_\_\_\_\_.

A s\_\_\_\_\_is in a tree.

Can you find it?

It likes to eat nuts.

Find the two r\_\_\_\_\_.

Do you see the little r\_\_\_\_\_on the log?

Do you see the big r\_\_\_\_\_on the l\_\_\_\_\_?

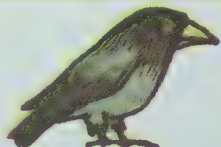
The crows are in the \_\_\_\_\_.

The crows are big.

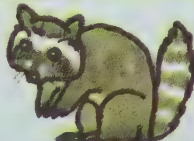
The\_\_\_\_\_are black.



bear



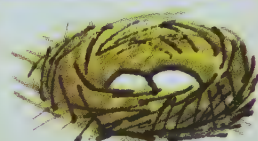
crow



raccoon

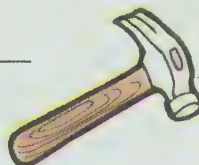
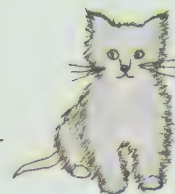
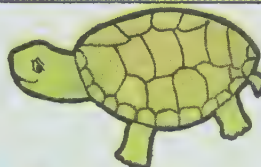
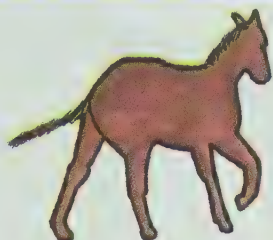
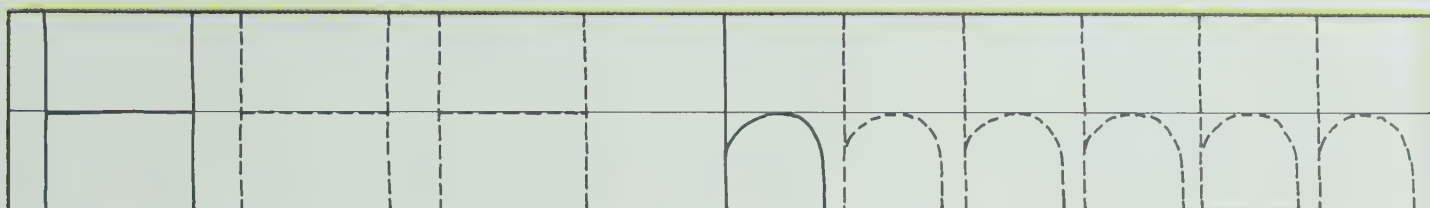


squirrel

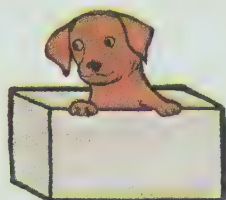


nest

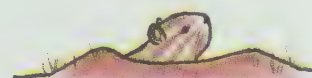




in a house



in a hole



in a box



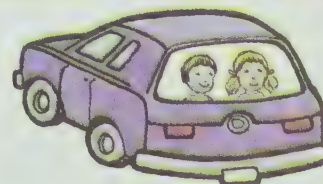
in a tree



in the basket



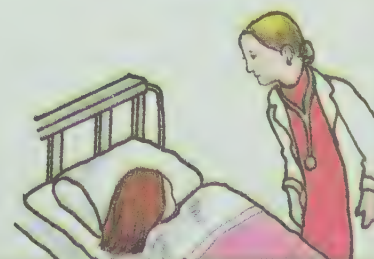
in a hospital



in a hand








in a car

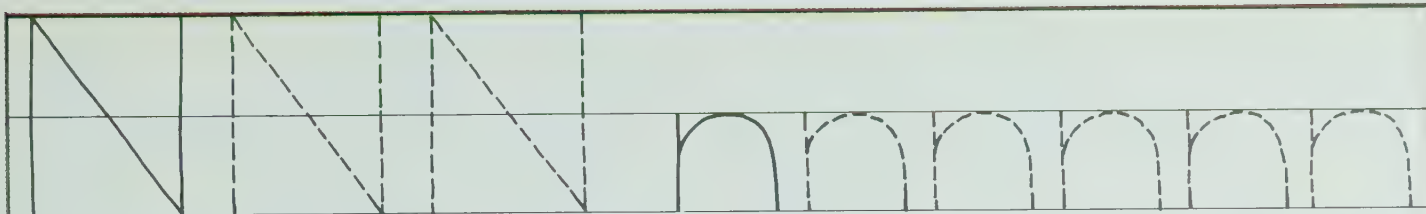


Objective: Write H, h; associate sound and symbol.

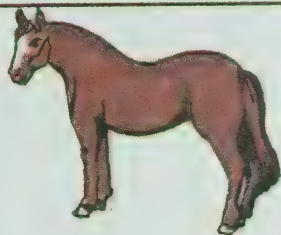
Directions: Pupils trace the letter forms at the top of the page. In the first exercise, pupils write h beside each picture whose name begins with /h/. In the next exercise, pupils draw a line from each phrase to the appropriate picture.

	
	
	
	
	
<div data-bbox="515 1447 1293 1506">The little bear said, "I want a ball."</div> <div data-bbox="515 1549 1324 1608">The little bear said, "I like the balls."</div> <div data-bbox="515 1651 1347 1710">A cat said, "I can get two little balls."</div> <div data-bbox="515 1736 1459 1796">The cat and the bear played with the balls.</div> <div data-bbox="515 1821 1255 1881">A cat said, "I can find a big ball."</div>	





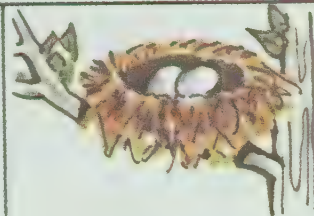
\_\_\_ uts



\_\_\_ orse



\_\_\_ and



\_\_\_ est



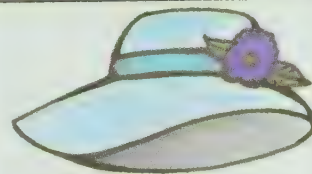
\_\_\_ elmet



\_\_\_ ose



\_\_\_ ail



\_\_\_ at



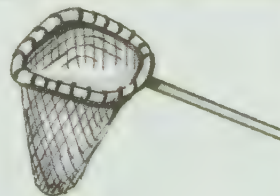
\_\_\_ ickel



\_\_\_ urse



\_\_\_ ouse



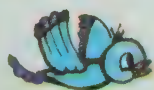
\_\_\_ et



I like to eat n\_\_\_\_\_.



I want to find a n\_\_\_\_\_.



I live in a n\_\_\_\_\_.

Objective: Write N, n; associate sound and symbol.

Directions: Pupils trace the letter forms at the top of the page; then say the name of each picture and complete the words by writing the first letter. At the bottom, pupils complete the sentences by writing an appropriate word (from the boxes) on the line.

The elephant said, "I can find what I want."

The horse said, "I can find what I want."

The dog said, "I can find what I want."

The cat said, "I can find what I want."

The monkey said, "I can find what I want."

The rabbit said, "I can find what I want."



Can you find what the animals want?







b c d f g h k l m n p r s t w

b c

a man



a rat



a \_ an



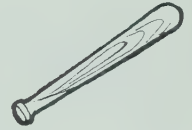
a \_ at



a \_ an



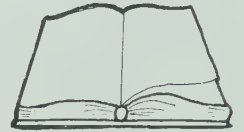
a \_ at



a coat



a book



a \_



a \_



a \_



a \_



a ball



a mouse



a \_



a \_



a box



a fish



a \_



a \_

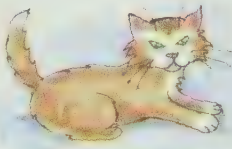






Objective: Predict spatial words and phrases using contextual cues.  
 Directions: Teacher directed. Use *Teacher's Sourcebook*, page 61.

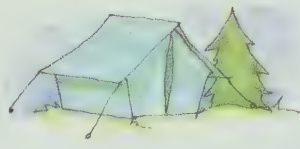
r	t	d



ca\_\_



\_\_abbit



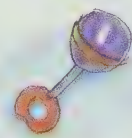
ten\_\_



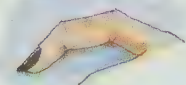
can\_\_le



\_\_ancers



ra\_\_\_\_le



finge\_\_



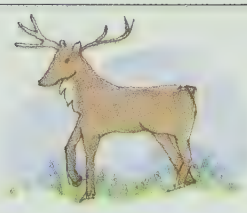
be\_\_



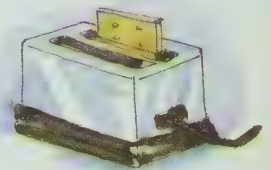
che\_\_y



\_\_ottle



dee\_\_



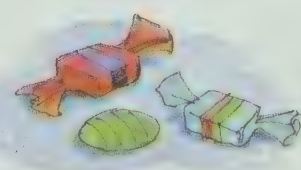
toas\_\_er



den\_\_is\_\_



chil\_\_ren



can\_\_y



pi\_\_ate



What are you doing?

x

x

x

x

Little Bear is playing.

x

x

x

x

I am going with you.

x

x

x

x

x

Large empty rectangular box for drawing or additional writing.

**Objective:** Practise handwriting by copying sentences.

**Directions:** Direct pupils to copy each sentence. Remind them that the X's indicate where each letter begins. Direct pupils to illustrate, in the space, the second sentence.

Can you make good monsters? Try it.

Make a big monster.  
Color it green.  
Make a black hat for it.

Make a little monster.  
Color it red.  
Make a yellow hat for it.

Make a monster  
with

Make the monster here.

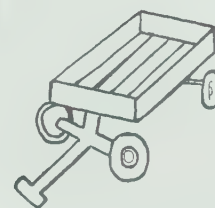




1. I want to ride in the wagon.

2. Can you find a little cat?

3. You can get a ball for me.



4. Get a ball and a bat for me.

5. Put them in the basket.

6. I want a big ball.



7. Here is a little dog.

8. We are playing with it.

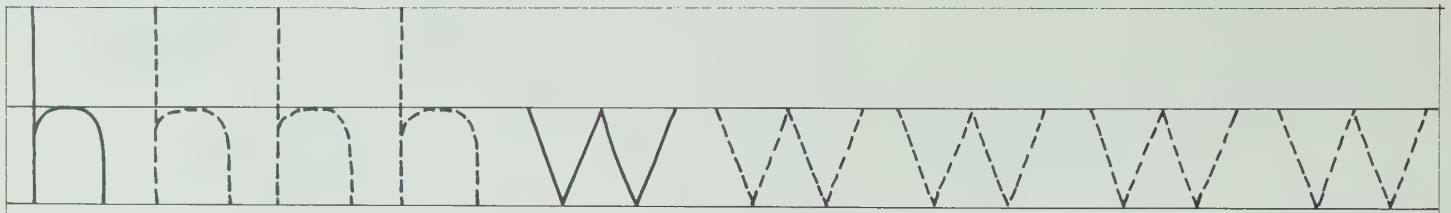
9. Here is a good book.



10. What can I do with a ball?

11. I said, "I want a kitten."





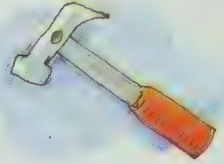
\_\_at



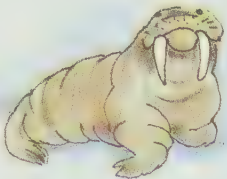
\_\_indow



\_\_atch



\_\_ammer



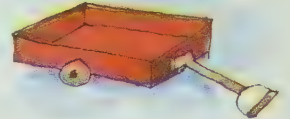
\_\_alrus



\_\_orse



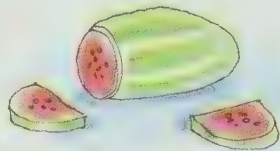
\_\_ouse



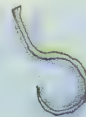
\_\_agon



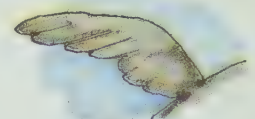
\_\_ands



\_\_atermelon



\_\_ook



\_\_ing



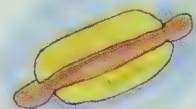
\_\_ay



\_\_olf

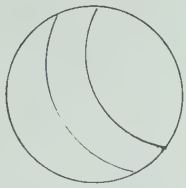


\_\_eart

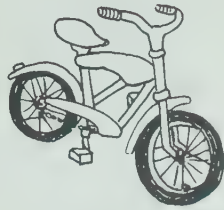


\_\_ot \_\_og





a ball



a bike



a pony



a wagon

I want                      is a ball.

Here                      a ball.

I want                      "Can you ride it?"

You said,                      a pony.

I can                      ride it.

You want                      a bike.

Can you                      "I like to ride a bike."

You said,                      ride it?




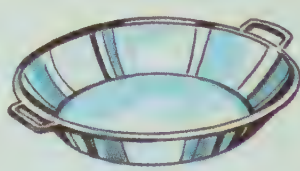
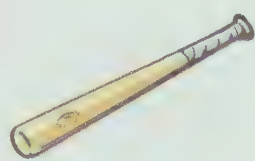


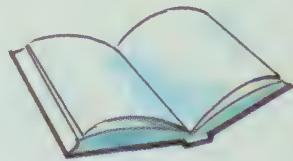
Here is                      ride in it.

Do you want                      a wagon.

I can                      a ride?

**Objective:** Recognize core vocabulary; match sentence parts.

**Directions:** Pupils identify the pictures in the top row and note the words under each. Then they read the sentence parts in each row and join the parts that make sentences.

all	look	at	can
			
an	all	at	an
			
at	look	an	look

She saw a tall man.

The man can cook.

Find the cat in the pan.

I want a little hat.

Find the bat.

The man took a cookie.

Find a little book.





I can ride a bike.

x

x

x

x

x

He wants to ride a pony.

x

x

x

x

x

x

He wants to go to a park.

x

x

x

x

x

x

x

She wants to play ball.

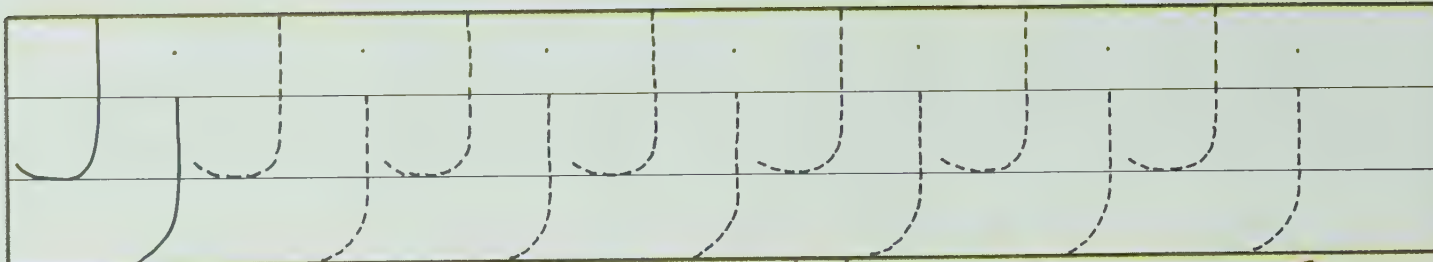
x

x

x

x

x



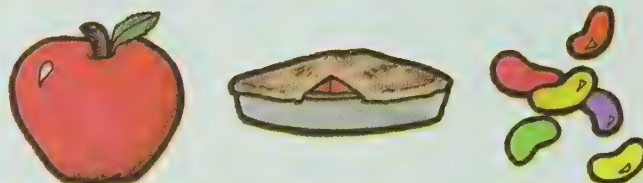
I can \_ump.



I can ride in a \_et.



I like \_elly beans.



I want a red \_acket



I want blue \_eans.



I like to ride  
in a \_eep.



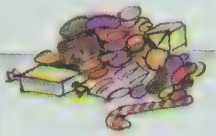
I want toast and \_am.



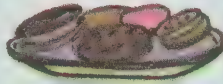




a bike



candy



cookies



playground



school



a wagon

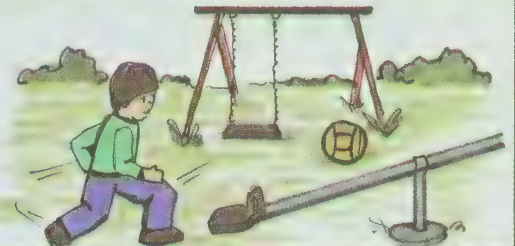
I look big.

I look little.

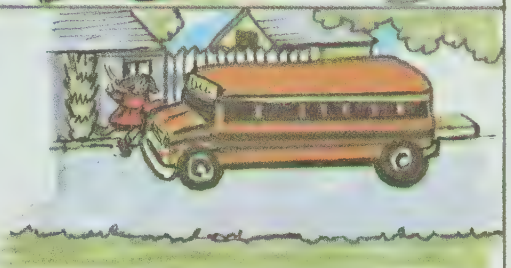


I can go to the playground.

I can go to school.



She can ride on a bus.



She can ride in a wagon.

She saw all the candy.



She saw all the cookies.

Look at me in the wagon.

Look at me on a bike.



We are at school.

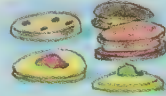
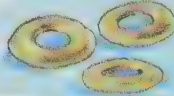
We are at the playground.



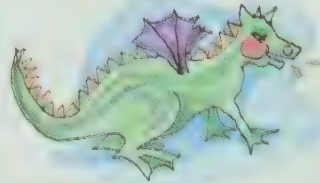
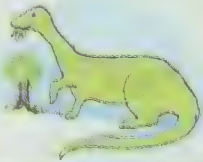
1. How did Lucille feel at the beginning of the story?



2. What did Lucille want?



3. What things did Lucille try to look like?



4. Where did Lucille try to go?




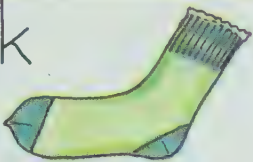



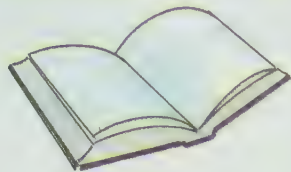


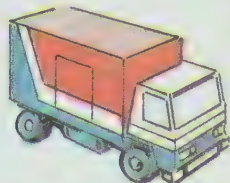



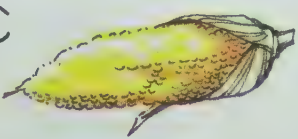

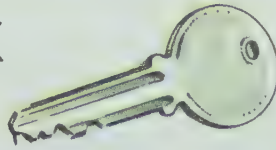

5. How did Lucille feel when she came home?



6. What do you think her mother and dad did when she got home?

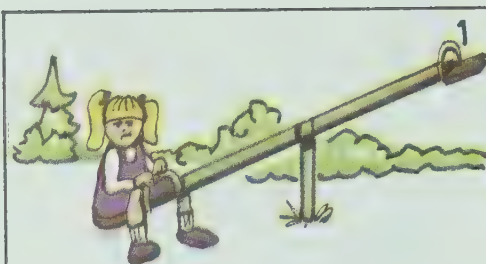




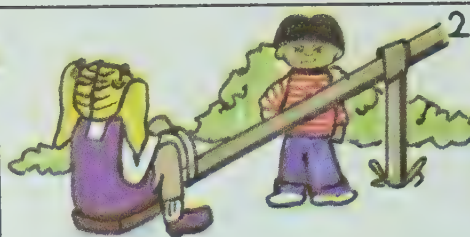
C		K		CK	
c		ck		k	
	_____		_____		_____
k		c		k	
	_____		_____		_____
ck		k		ck	
	_____		_____		_____
ck		k		k	
	_____		_____		_____
c		ck		k	
	_____		_____		_____
				c	
					_____

Objective: Recognize /k/, c; /k/, k; /k/, ck in initial and final positions.

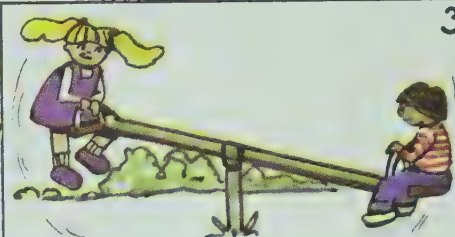
Directions: Pupils practise writing the letter forms at the top of the page. Pupils note the letter given with each picture. They name the pictures, note where they hear /k/ in the name, then write c, k, or ck on the appropriate line.



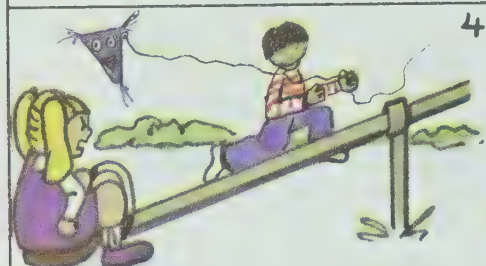
Pat wants to play on the teeter-totter.



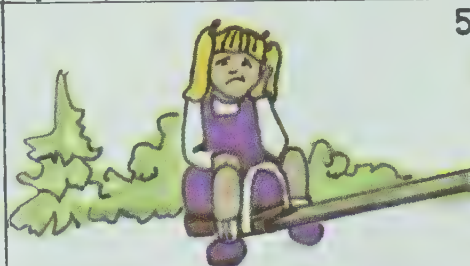
Dan said, "Can I play with you?"



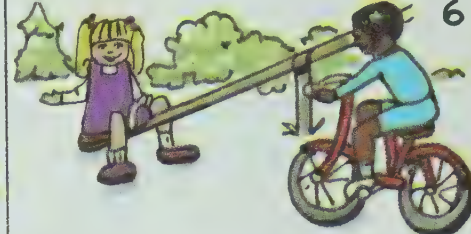
Pat and Dan play.



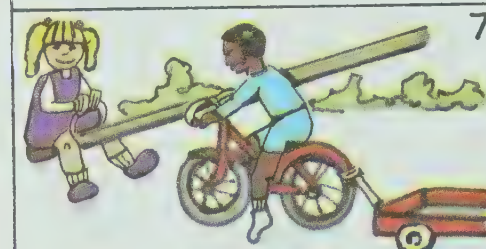
Dan runs to fly his kite.



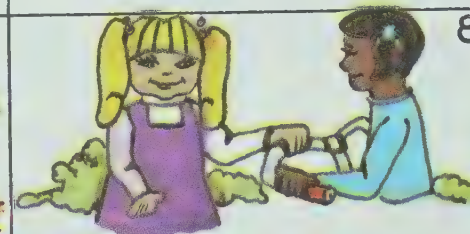
Pat can't play.



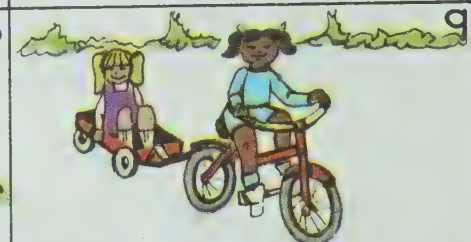
Pat said, "Penny, will you play with me?"



Penny said, "No. I want to ride my bike."



Pat said, "Can I ride too?"



Penny said, "You can ride in the wagon."

Who wants to play on the teeter-totter?



Who played on the teeter-totter with Pat?



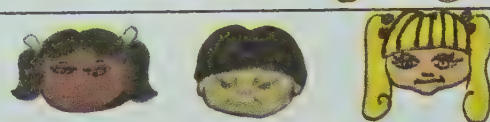
Who has a kite?



Who has a bike?



Who can ride in a wagon?

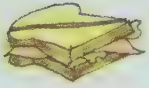






apple

Pete gave the squirrel



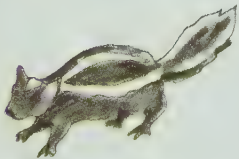
sandwich

a



kitten

Pete gave some milk



skunk

to the



cookie

Pete gave a



milk

to the bird.



mouse

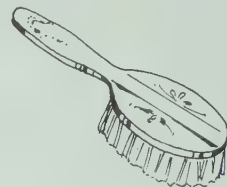
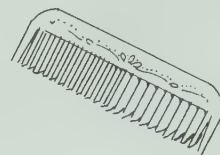
Pete gave an apple



rabbit

to the

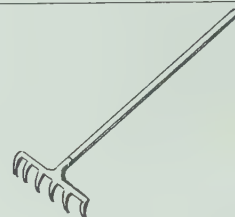
She wants a bru \_ \_ .



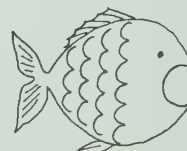
She saw a big \_ \_ ip.



She wants a \_ \_ ovel.



She can get a big fi \_ \_ .



She can pu \_ \_ the wagon.



She can find the di \_ \_ .



She wants red \_ \_ oes.



She likes the \_ \_ eep.

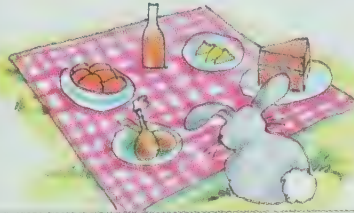
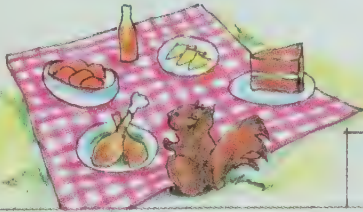




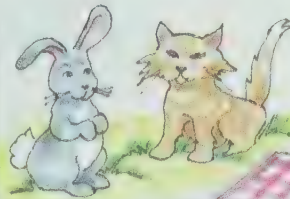
Pete can have a picnic.



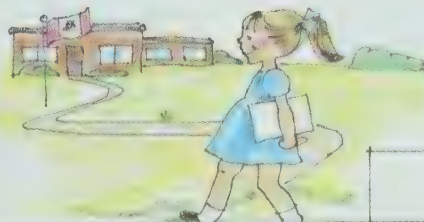
A puppy came to the picnic.



A rabbit came with a kitten.



Rosie can go to the playground.



She can go down the slide.

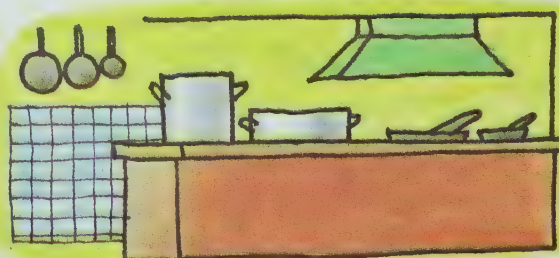
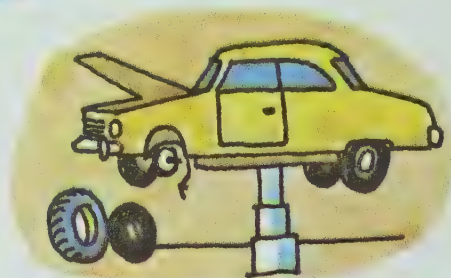
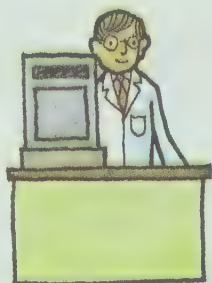


She can go up in a swing.





Find where we work.





Mark is climbing a ladder.

Rosie fixed the car.

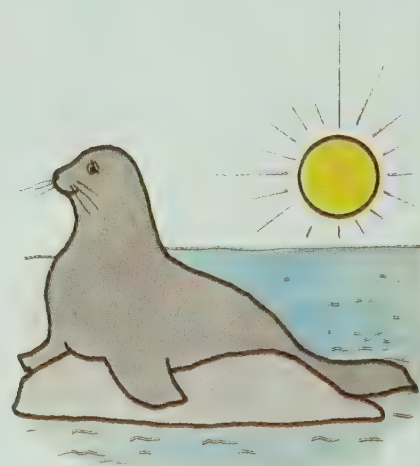
Pete washed windows.

Lucy is pulling the wagon.

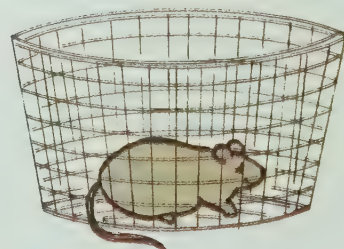
g s

I want to go to the circus.  
I want to look at

a \_eal in the \_un



a mou\_\_e in a ba\_\_ket



a ti\_\_er on a ru\_\_



a \_\_irl with a \_\_oat



a do\_\_ on a bu\_\_

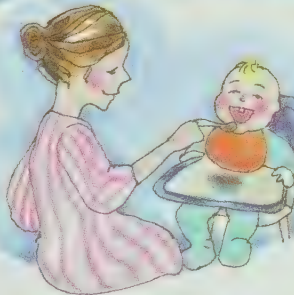
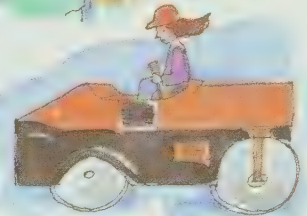
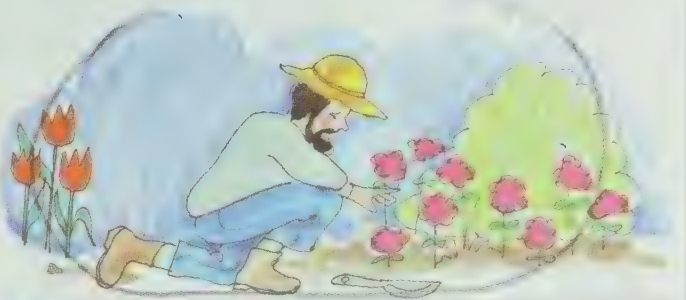




Some people work inside.



Some people work outside.



**Objective:** Classify.  
**Directions:** Read the sentences for each picture at the top of the page. Pupils consider the examples for "inside" and "outside" work. Pupils underline pictures of people who work inside, and circle pictures of people who work outside.

# 13



sh

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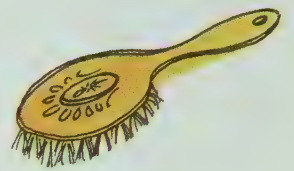
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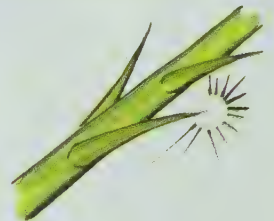
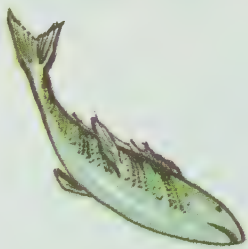
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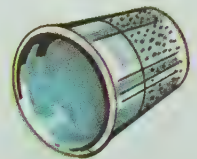
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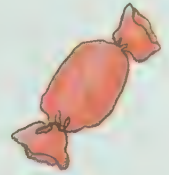
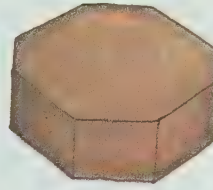
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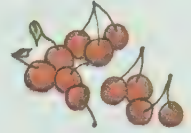
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I like chocolate.



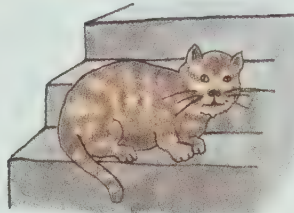
Do you like cherries?



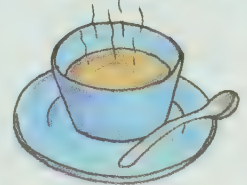
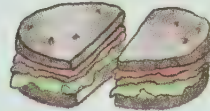
Can you find the chicken?



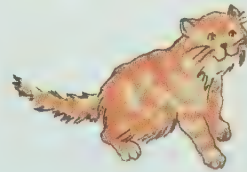
Find the cat on the chair.



I want a sandwich.



The little chick said, "Cheep!"



My dad is in the kitchen.



The church is white.



**Objective:** Associate sound and symbol, /ch/, ch; recognize core vocabulary.  
**Directions:** Pupils read each sentence, circle ch wherever it appears, then circle the picture that matches the underlined word. (Pupils should identify the word and picture by noting which picture has a name containing the /ch/.)





Sammy ran away from home.

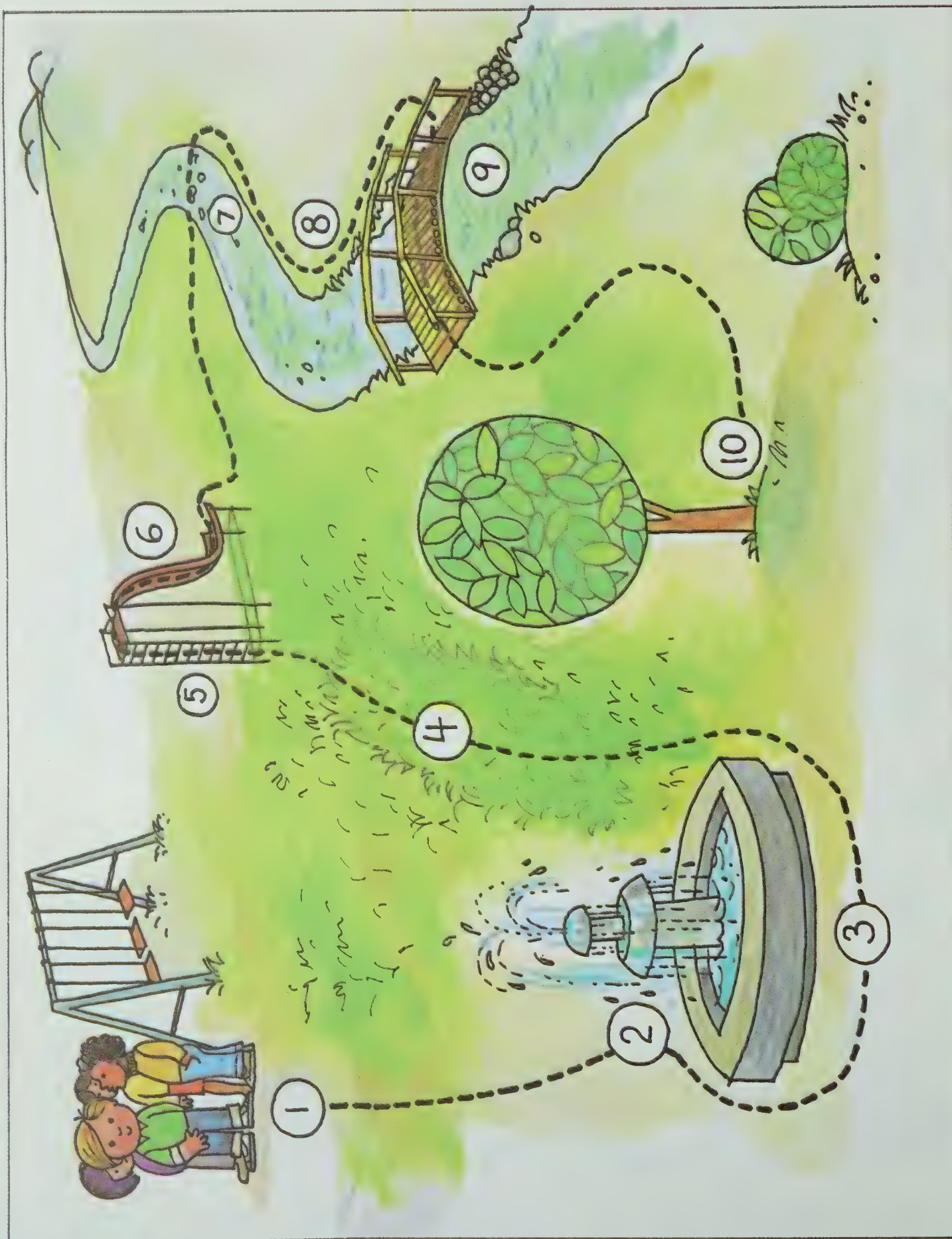
Sammy went to live with the rabbits.

Sammy didn't get any supper.

Sammy went to live with the chipmunks.

Sammy got all wet.

Sammy went home.







Where did Mandy wear her cap?



Who said, "Take off your cap, Mandy"?



What did Mandy do?

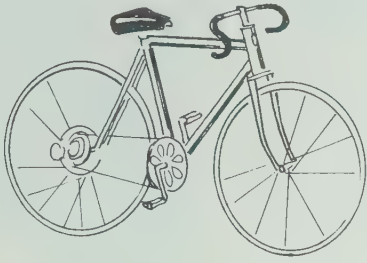


When did Mandy fix her cap?





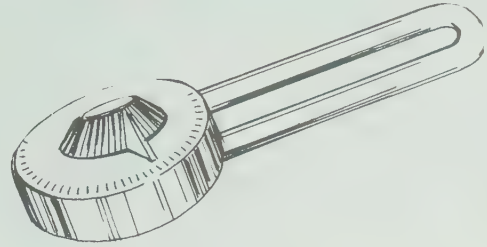




like

hike

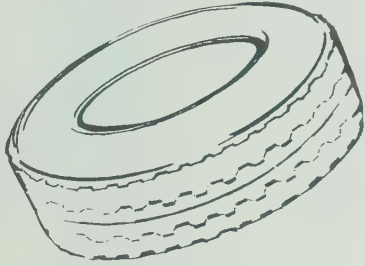
bike



sock

lock

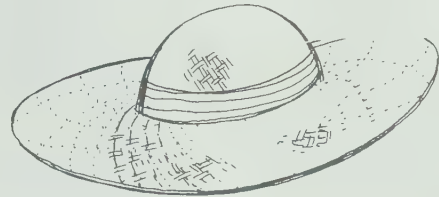
rock



fire

hire

tire



hat

fat

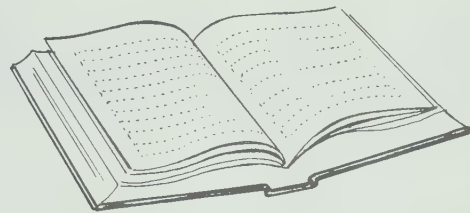
bat



boat

coat

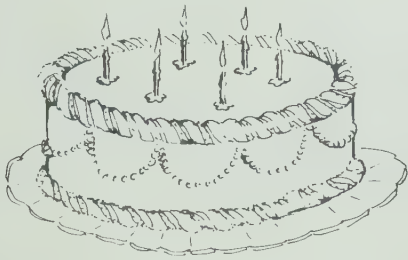
goat



cook

book

took



lake

make

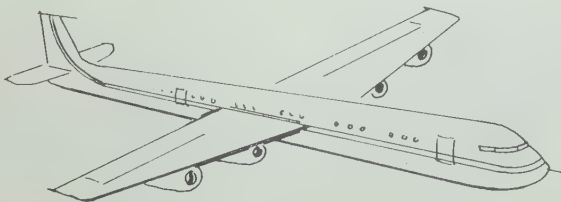
cake



bell

shell

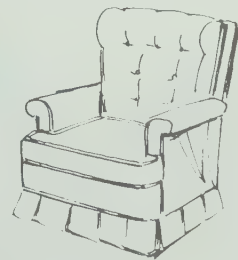
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get

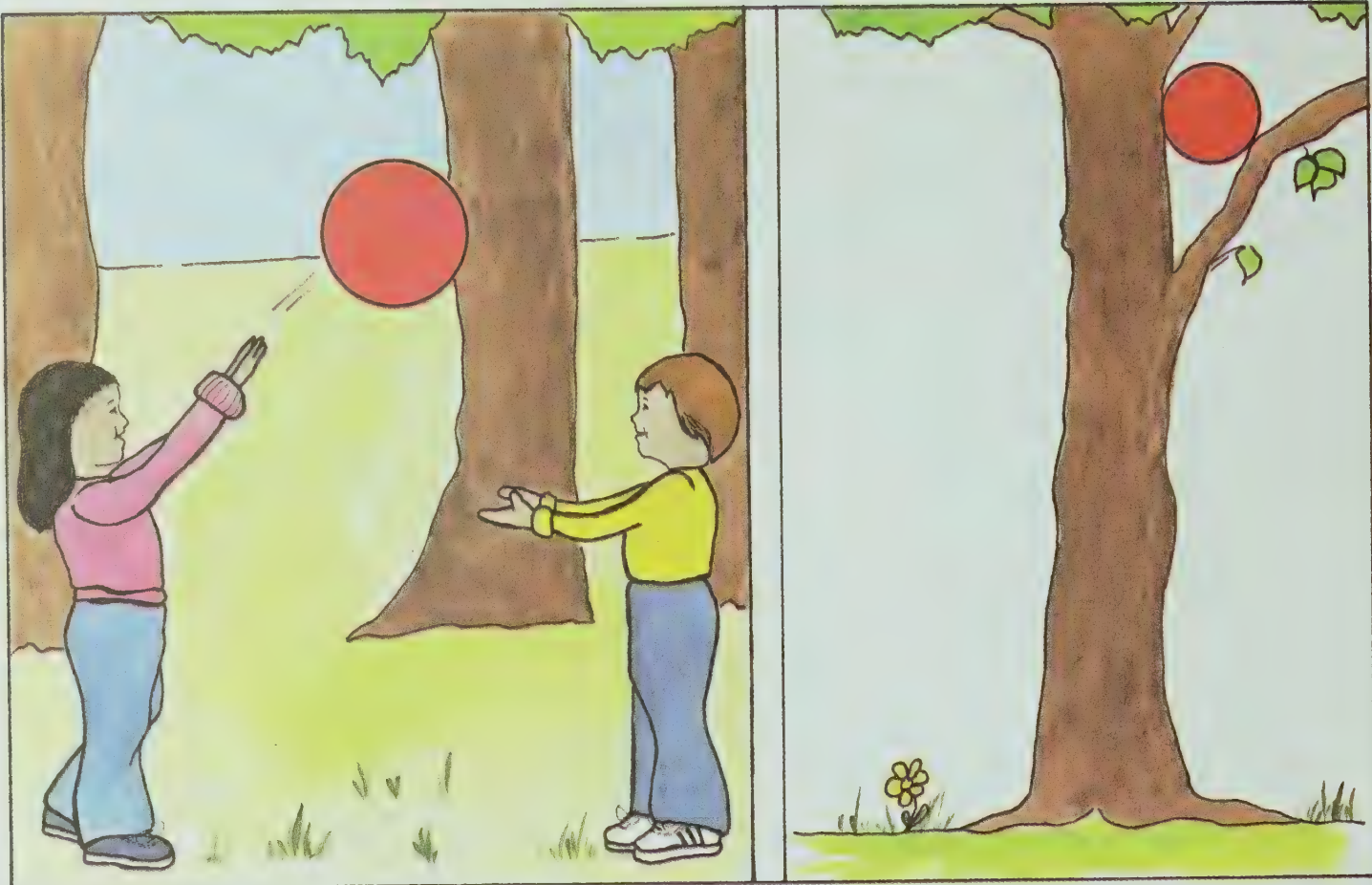
pet



hair

fair

chair



Handwriting practice lines consisting of ten horizontal lines for writing a sentence.

ball      they      play      can      the      a  
went      up      tree      boy      girl





\_\_ird



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\_\_eep



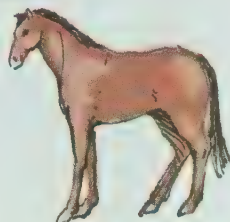
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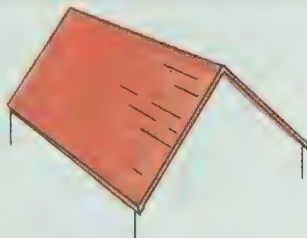
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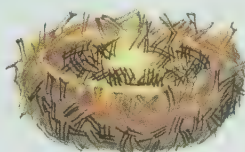
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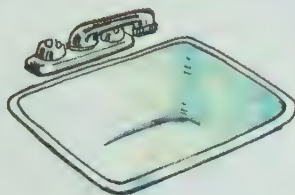
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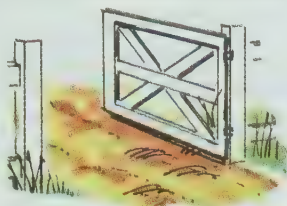
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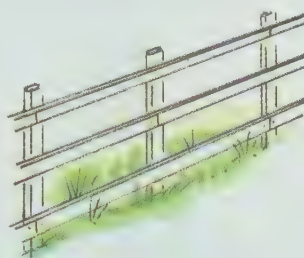
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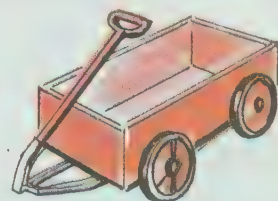
\_\_ink



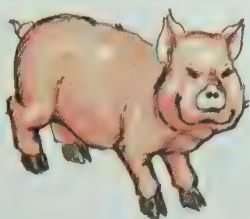
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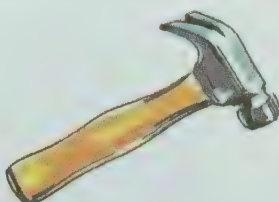
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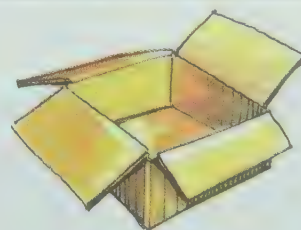
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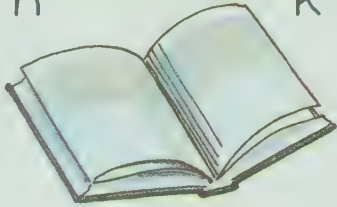




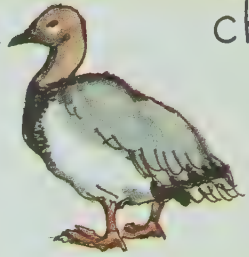
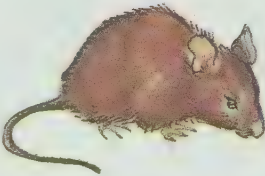
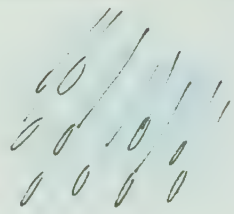
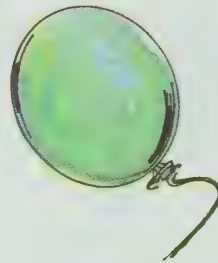

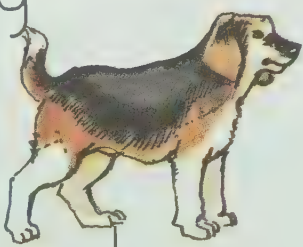
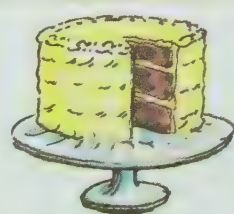
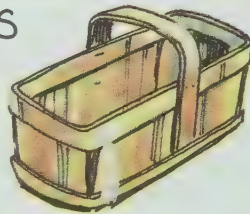


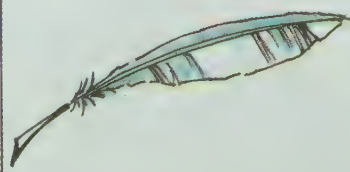
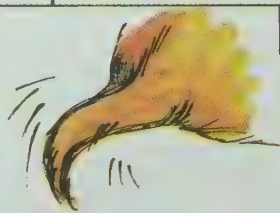
\_\_ow



\_\_ammer



\_\_ox

h k  boo__	sh th t  __oe	d k  ba__	g  wa__on
sh ch  __air	ch ck  ja__et	ch th  too__	ck ch  du__
f s  mou__e	n r  rai__	l t  ba__oon	m n  chip__unk
g j  do__	h k  ca__e	s n  ba__ket	m n  spoo__
th sh  bru__	th sh  __umb	th sh  fea__er	l h  tai__

Objective: Associate sound and symbol; write letters.

Directions: Tell the pupils that the missing letter (or letters) in each word can be found at the top of the box. Remind them to say the name of the picture and decide which letter (or letters) are missing in the word. Then write in the correct letter.



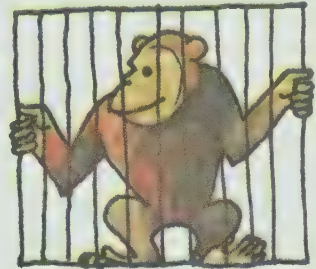
Where is the kite?

The kite is on the chair.



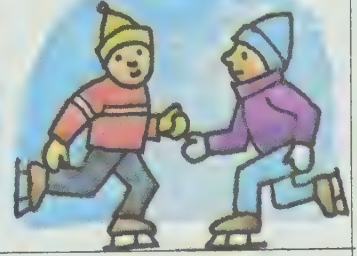
Where is the monkey?

The monkey is in the tree.



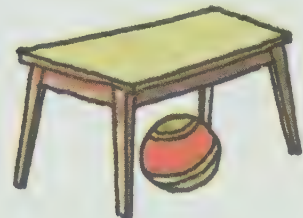
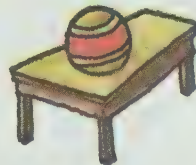
Where are the children?

The children are in school.



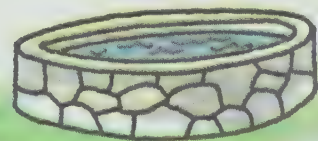
Where can I find the ball?

The ball is on the table.



Where can he put the duck?

He can put it in the pool.



Where is the man?

He is at the supermarket.



1. You can put your books here.
2. Do you have your ball?
3. No, I can't find it.
4. Where is her ball?
5. I will take you with me.
6. She can come with you.
7. He said, "Where are they going?"
8. We came to see you.
9. Why are your boots up there?
10. How did they get up there?
11. She went to get them.
12. She took them down.
13. Can you look at the ball?
14. The paint came off it.
15. We saw some paint like it.



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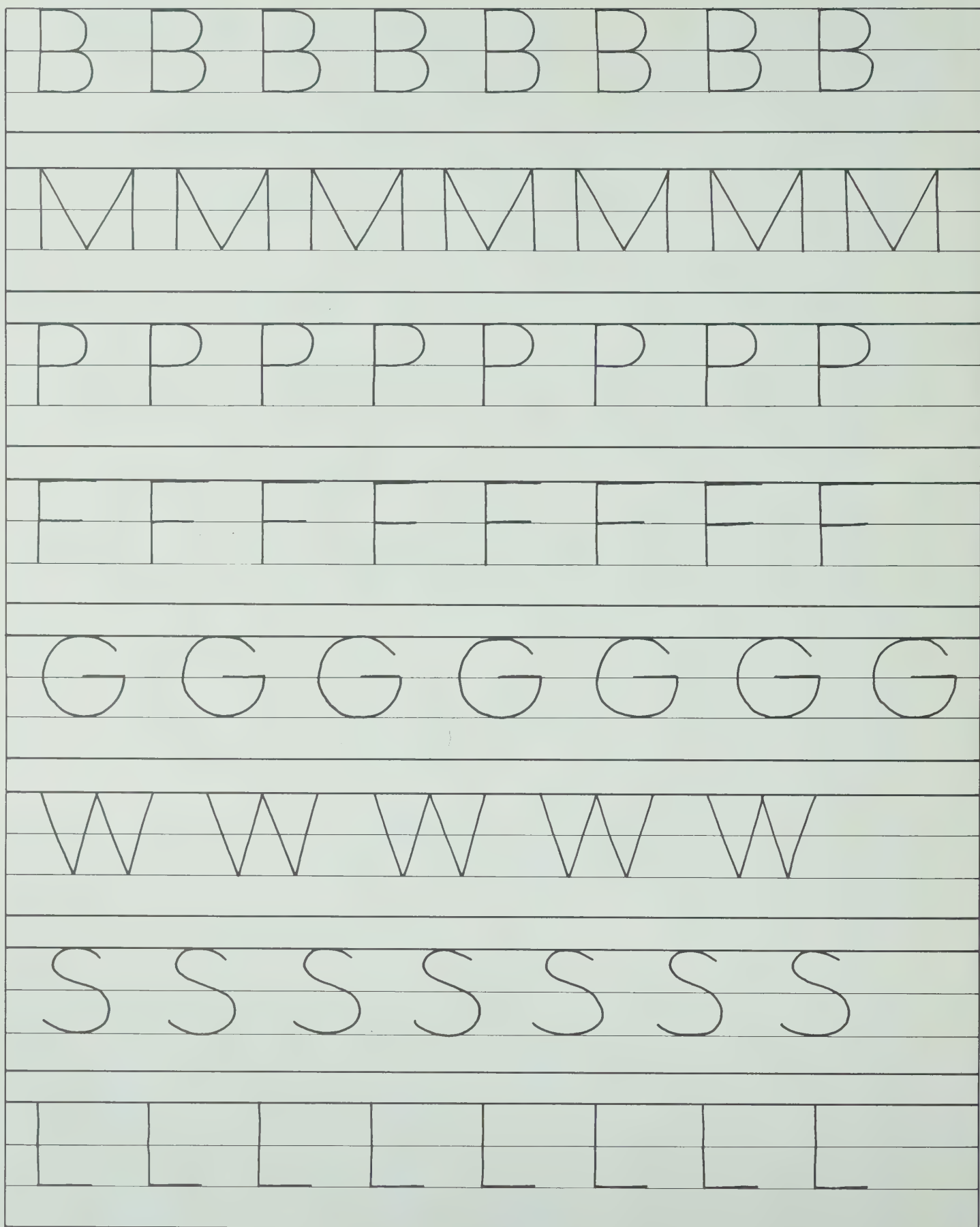
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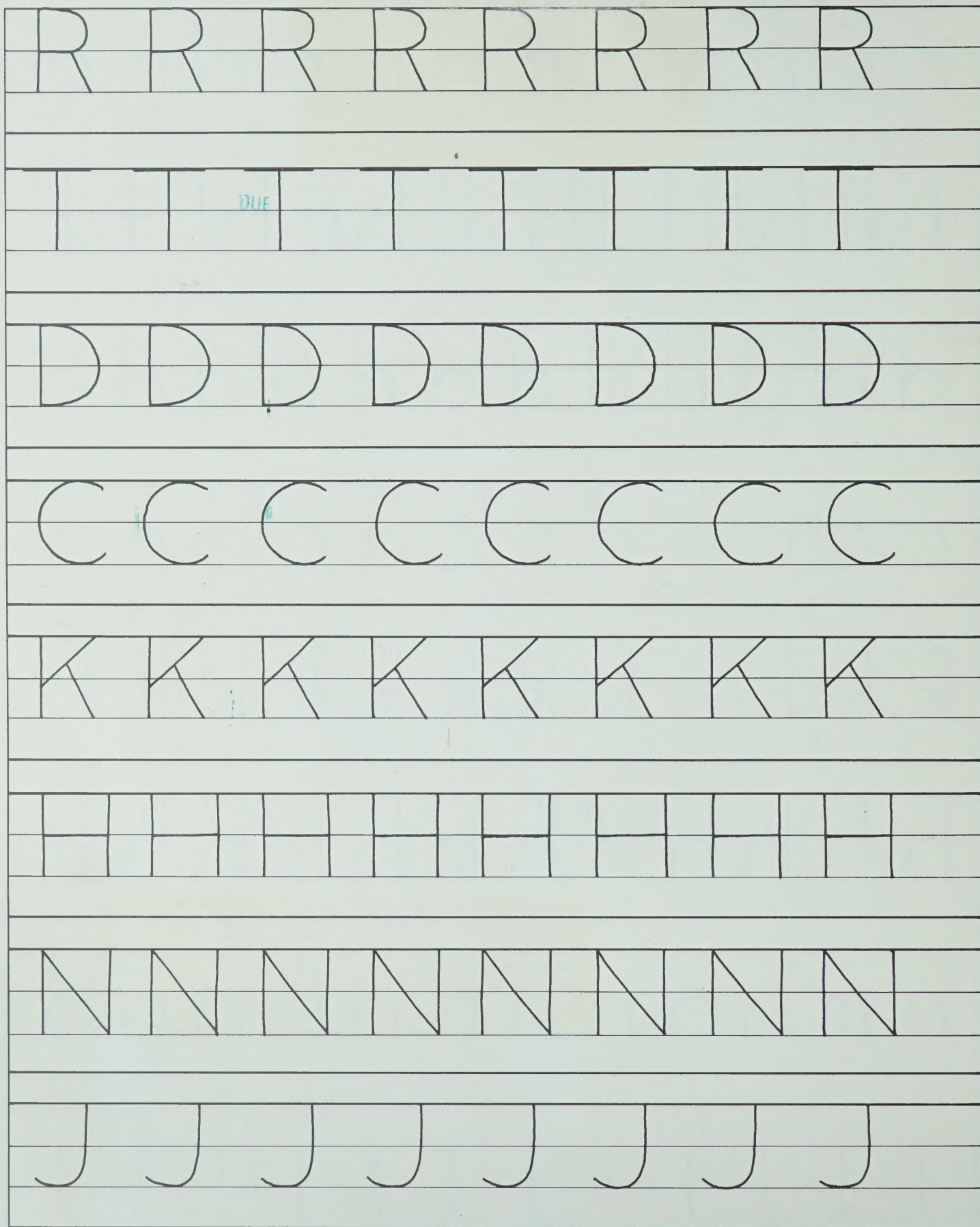
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j j j j j j j j j j j j j





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THORN ELIZABETH A

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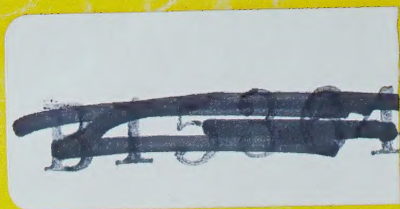
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